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STATE OF WEST VIRGINIA

Department of Free Schools

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## HIGH SCHOOL BULLETIN NO. 8

**PART I.—Some Arguments For More High Schools in  
West Virginia**

**PART II.—Laws Relating to the Establishing and Main-  
taining of High Schools**

—BY—

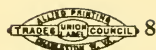
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State Supervisor of High Schools

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# HIGH SCHOOL BULLETIN No. 8.

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## PART I.

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### SOME ARGUMENTS FOR MORE HIGH SCHOOLS IN WEST VIRGINIA

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#### THE PICTURE AND WHAT IT REPRESENTS.

Before beginning to read this bulletin take a good look at the picture between pages eight and nine. The building shown in this picture is being erected for the new district graded and high school at Academy in Little Levels district, Pocahontas county. The people of this district are proud of their new building; and they have reason to be, for it is the outward embodiment of a splendid advance movement going on in the district. The people of Little Levels district have caught the spirit of educational progress manifested here and there in other sections of West Virginia and in other states, and are giving it expression in a definite movement for better schools.

Are you interested in knowing how the people of Little Levels district secured this building? The information is easily given. They marched up to the polls at a special election held in April, 1911, and by their votes authorized an extra tax levy to erect it.

Every boy and girl in Little Levels district who has completed the course of study in the "common" schools is entitled to attend the high school to be conducted in this building, free of cost. The courses of study offered in the high school are to be just as good as those offered in town and city high schools; though they are in some ways to be different from them. They will aim to provide instruction that will be of practical benefit to boys and girls who are to live in the country, along with the more important of the usual high school subjects.

#### OTHER DISTRICTS ALSO.

Little Levels district is of course not the only district in the state that is striving towards better things in education. This district is mentioned here because it is a good example of the best that is being

done in the state. Many other districts have established district graded and high schools and a number of these are erecting new buildings. The cost of these new buildings ranges from \$4,000 to \$50,000. In some of the town and city high schools the cost of new buildings runs as high as \$150,000.

Glance down the following list of high schools established within the past few years and see what other sections of the state are doing.

St. Albans High School, (Independent district). A new building is planned for this school.

Glade District High School, Cowen, Webster county. An addition to the present building is being erected for this school.

Cross Creek District High School, Follansbee, Brooke county. New building cost \$10,000.

Union District High School, Union, Monroe County.

Fairfax District High School, Thomas, Tucker county. New building cost \$20,000.

Burnsville High school, (Independent district), Burnsville, Braxton county. Recent addition to building cost \$1,500.

Brown's Creek District High School, Welch, McDowell county. Site for new building purchased.

Spencer High School (Independent district) Spencer Roane county. Building purchased this year. Cost \$16,000.

Morgan District High School, Sabraton, Monongalia county. New building cost \$5,000.

Fairmont District High School, Barracksville, Marion County. New building cost \$10,000.

Grant District High School, Cairo, Ritchie County. Lot purchased. Bond issue of \$30,000 authorized for erection of new building.

Black Fork District High School, Hambleton, Tucker County.

Center District High School, Pineville, Wyoming County. New building cost \$8,000.

Beverly District High School, Beverly, Randolph County.

Reno District High School, Rowlesburg, Preston county. New building cost \$17,600.

Cabin Creek District High School, East Bank, Kanawha county. Site for new building purchased.

Alderson High School (Independent district) Alderson, Monroe county.

Lyon District High School, Newburg, Preston county.

Paw Paw District High School, Rivesville, Marion county.

Mountain Cove District High School, Ansted, Fayette county. New building being erected, cost \$5,000.

Graham District High School, New Haven, Mason county.

Hardee District High School, Eugene, Mingo county. New building cost \$4,000.

Union District High School, Sherrard, Marshall county. New building cost \$10,000.

Union District High School, West Milford, Harrison county.

Scott District High School, Danville, Boone county.

Logan District High School, Logan, Logan county.

Paw Paw District High School, Amos, Marion county.

Oceana District High School, Oceana, Wyoming county. New building cost \$8,000.

Fork Lick District High School, Webster Springs, Webster county. Site for new building purchased.

Clay District High School, Littleton, Wetzel county.

Big Sandy District High School, Clendenin, Kanawha county. New building being erected. Cost \$25,000.

Valley District High School, Masontown, Preston county.

Grant District High School, Milton, Cabell county.

East River District High School, Princeton, Mercer county. Bond issue of \$50,000 authorized for erection and equipment of new building.

Red Sulphur District High School, Peterstown, Monroe county. New building to be erected. Cost, \$6,000. Funds raised by extra levy and private subscription.

Harpers Ferry District High School, Harpers Ferry, Jefferson county. Site purchased for new building. Building will cost about \$20,000.

Clay County High School, Clay Court House. New building being erected. Cost, \$25,000. to \$30,000.

Nicholas County High School, Summersville. New building provided for. Cost, \$25,000. to \$30,000.

## MORE HIGH SCHOOLS NEEDED.

There are yet many districts without high schools in West Virginia that are able to establish and maintain them. There are states around us that boast of having high schools within convenient reach of all their boys and girls of high school age. Why should we remain behind these states in a matter of so great importance as public education.

## WHY?

It would require many pages like this to give all of the reasons why there should be a good high school within convenient reach of every boy and girl of high school age in West Virginia. The cause is worth the space, however, and a number of reasons will be given even though it becomes necessary to make this bulletin a little longer than was originally intended.

*First.* Country boys and girls should have as good opportunities as those who live in town. The fact that a boy lives in town does not necessarily make him more capable or more deserving, nor does it make him worth more to his state, than the boy who lives in the country. Give the country boy an equal chance with the boy who lives in town and he will at least equal him in achievement. An equal chance, however, means, among other things, equal school advantages. These the country boy does not now have in many sections of West Virginia.

*Second.* The common elementary school does not go far enough. It finishes with the boy and turns him out just at the beginning of the time when the school's best lessons can be taught. The four or five years that follow the elementary school period are the most critical and the most important in the boy's whole life. In these years are formed the habits, the ambitions, and the ideals that are likely to last through future years. To furnish the guidance and instruction that are needed in this important period is the special mission of the high school.

*Third.* The high school helps many-a boy to discover himself; for the high school years are more than all others the years of self-discovery. In the high school the boy is introduced to new subjects some of which are almost certain to appeal strongly to his special interests and lead in the direction of his future calling. In some there results an ambition to go to college for the further study of subjects in which their interest has been aroused. Others who do not find it possible or desirable to go to college pass from the high school to the pursuit of some definite work, their aptitude for which the high school

has been the means of revealing. Both classes are helped to find themselves and to prepare in a measure for their life work. From this service that the high school has rendered larger possibilities of usefulness result and greater happiness and contentment become possible.

*Fourth.* To the average boy the training that the high school affords brings greater earning power. This is not an assertion made at random but a fact established by investigation.

Take the farmer for example. Many people believe that the ability to read, write and perform simple operations in numbers is sufficient education to meet the farmers needs. It is true that with no more than this equipment in the way of school training, meagre as it is, a farmer under favorable conditions may make a living. But more education will enable him to make a better living and to get more happiness out of life while he is doing it. The following investigation is interesting because of what it shows as to the value of education to the farmer.

Some time ago a group of students in Cornell University conducted an investigation among a thousand farmers in Thompkins county, New York, to gain information concerning the value of school training to the farmer. When complete information was obtained these one thousand farmers were divided into three classes,—those who had received only an elementary school education; those who had received as much as a high school education; and those who had received more than a high school education. The average annual income of each class was found to be as follows:

Farmers having only an elementary school education...\$318

Farmers having a high school education..... 622

Farmers having more than a high school education.... 847

It is seen that the average income of farmers in this group of one thousand, who had received as much as a high school education, was almost twice that of those who had received only an elementary school education. What is true among farmers is true among men in other vocations: high school training has a money value.

*Fifth.* A good high school in the home community gives the poor boy a chance. Parents who are well-to-do can send their children away from home to receive high school training if there is not a high school in the home community. Most parents are not able to do this, however, and school training for their children must end when they leave the elementary school. The new high schools already established in West Virginia have awakened new ambitions in numbers of poor boys and girls who had not thought of ever having an opportunity to go farther with their education.

*Sixth.* But even for young people whose parents are able to send them away from home to a school of high school grade, it is much better if their school training can be obtained at home. The proper training of boys and girls of high school age demands not only careful parental oversight, but it demands close cooperation between parents and teachers as well. Such oversight and cooperation are not possible when the high school youth must go to a distant school.

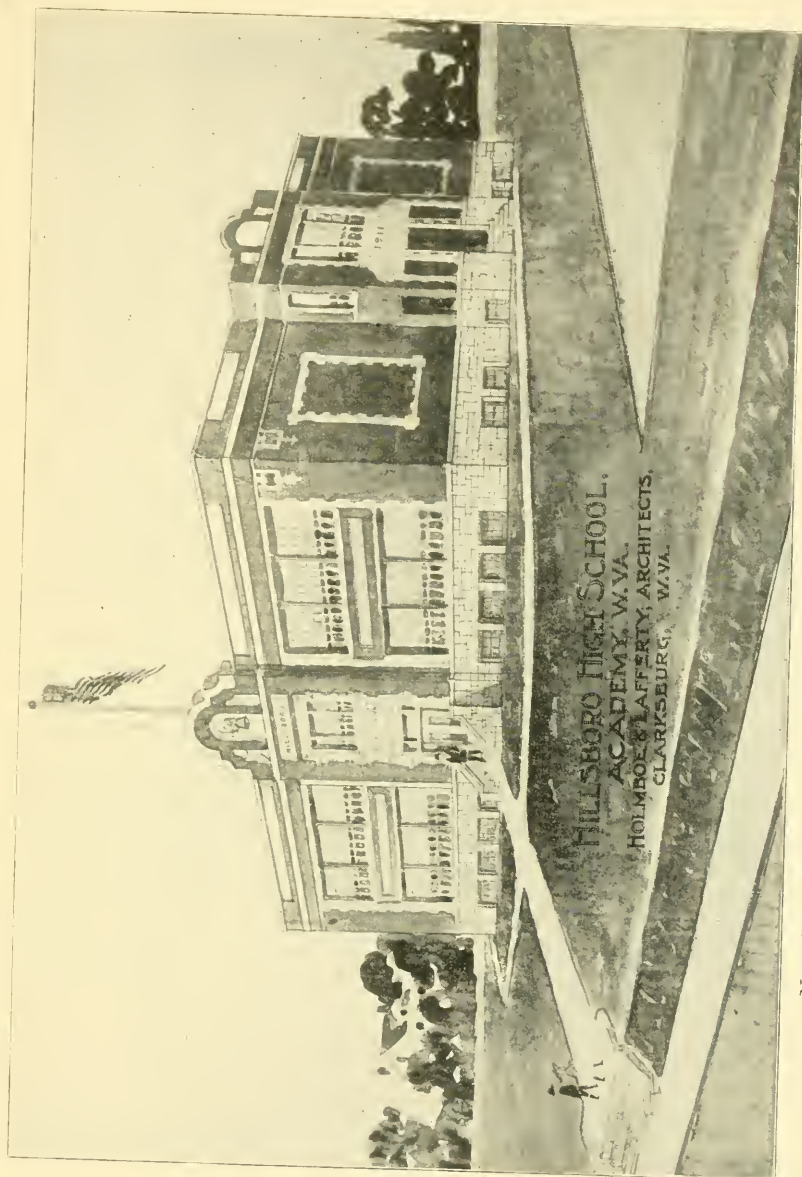
### THE COMMUNITY TOO IS BENEFITED.

In addition to the opportunities that a good high school brings to the young people of a community there are certain advantages resulting from it that are experienced by the community as a whole.

*First.* A good high school elevates the tone of a community. This is particularly true in a rural community. The school with its activities arouses increased interest in education and becomes a factor in the social life of the community. It becomes an agency for the broadening of people's views and brings into rural homes books, music and pictures and many other things that tend to enrich rural life and relieve it of the austerity and plainness that have driven many a boy and girl to town to seek a life of richer experiences.

*Second.* A good high school in the rural district causes improvement in the elementary schools around it. Better grading of the elementary schools results because their work must articulate properly with that of the high school. Better preparation of the teachers in the elementary schools comes about also, as the graduates of the high school go out through the district to engage in teaching. And best and most important of all a motive is furnished the boys and girls in the elementary schools to remain in school and complete the work of the grades. The ambition to enter the high school will induce many-a boy and girl to remain in school who would otherwise because of lack of motive and ambition, drop out at the end of the compulsory attendance period.

*Third.* A high school has a money value to the community. A community in which there is a good high school, good elementary schools, and good social and moral environment is a desirable community in which to live. Men with families will move to such a community and invest their money there. They will pay better prices for property in such a community than they will pay elsewhere. A good high school increases the value of homes and farms to the remotest bounds of its territory.



NEW DISTRICT GRADED AND HIGH SCHOOL, ACADEMY, POCAHONTAS COUNTY.



## INFORMATION CONCERNING HIGH SCHOOL LAWS.

If you do not have a high school in your district and if you believe that one should be established, you will doubtless be interested in acquainting yourself with the provisions of law relating to the establishing and maintaining of high schools. For your information, therefore, a digest of the law of West Virginia relating to high schools is given in Part II of this bulletin.



## PART II.

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### LAWS RELATING TO THE ESTABLISHING AND MAINTAINING OF HIGH SCHOOLS.

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There are certain legal requirements that must be complied with before a high school can be established and maintained in a magisterial or independent district. These are brought together here in condensed form for the ready information of boards of education and others interested in the creation and maintenance of high schools. Persons interested should read carefully all of each section of the law referred to in the paragraphs that follow.

#### HOW HIGH SCHOOLS MAY BE ESTABLISHED.

There are two provisions of law relating to the establishing of district high schools. These are found in sections twenty-eight and thirty of the School Law.

##### (1) *By Action of Boards of Education.*

Section twenty-eight provides that in any district containing a town or village having a graded school of four or more rooms in the same building, the board of education may establish a high school "which shall be open to all pupils of sufficient attainment in the maisterial district in which the school is located." The creation of a high school under this section does not require a vote of the people of the district. No additional levy may be laid, however, for the support of a high school established under this section, as section twenty-ieght further provides that the levy necessary to support a high school so established and all other schools in the district, shall not exceed twenty-five cents on the one hundred dollars valuation of property for the teacher's fund and fifteen cents on the one hundred dollars valuation of property for the building fund.

##### (2) *By Vote of the People.*

Section thirty is the provision of law under which district high schools are usually established, Under this section the question of establishing a district high school must be submitted to a vote of the people of the district. As the law now stands a special election

on this question may be held at any time. That part of section thirty referring to the establishing of district high schools is given below.

"Sec. 30. (a) If the board of education of any district deem it expedient to establish a high school in such district they shall submit the question to the voters of the district at a general or special election in the manner following, that is to say: The board shall prepare and sign a notice setting forth the kind of school proposed; the place where it is to be located; the estimated expense of establishing the same, including cost of site, building, furniture, books and apparatus and the estimated annual expense of supporting the school after it is in operation, with such other information concerning it as they may deem proper; and stating that the question of authorizing the establishment of such high school shall be submitted to the voters of the district at the election specified in the notice which they shall cause to be posted for four weeks before the election in at least three of the most public places in the district.

"The ballots used in voting on the question shall have written or printed thereon the words "For district high school," and "Against district high school." If it appear by the result of said election that not less than three-fifths of the voters who voted on the question are in favor of authorizing the establishment of said school the board of education shall then proceed to obtain the site, provide proper buildings, fixtures and improvements, procure necessary furniture, books and apparatus and necessary teachers therefor.

#### LEVIES FOR THE SUPPORT OF DISTRICT HIGH SCHOOLS.

##### *Regular District School Levies.*

Funds raised from the regular levies of twenty-five cents for teachers and twelve and one half cents for building purposes may be used for the support of high schools in districts where these levies will produce more than sufficient funds for the proper support of the elementary schools of the district.

##### *Special High School Levies.*

There are two provisions in division "C", section twenty-one of

the school law, relating to the laying of extra levies for high school purposes. The first of these is as follows:

“Provided, however, that in any district which contains an incorporated city or town where a graded or high school is maintained, which is continued for a longer period than six months, the board of education shall have authority to lay a levy in addition to the levies above specified sufficient for all purposes to conduct the schools of said city or town for the time fixed.”

The second provision is as follows:

“Provided second, that if such board of education in a city or independent school district of less than ten thousand population maintains a high school in such district or maintains a high school in connection with one or more other districts, the board may levy for the support of such high school in any one year not to exceed ten cents on each one hundred dollars of said valuation.”

#### THE ERECTION OF HIGH SCHOOL BUILDINGS—HOW PROVIDED FOR.

There are three ways of providing funds for the erection of high school buildings.

##### (1) *Regular District Levy for Building Fund.*

Funds raised from the regular levy of twelve and a half cents for the district building fund may be used in the erection of high school buildings.

##### (2) *Extra Levy.*

Section twenty-two of the School Law provides for an additional levy not to exceed twenty cents on the one hundred dollars valuation of property when such extra levy has been authorized by a vote of the people of the district. All of this levy may be used for building purposes if the notice calling an election on the question so specifies.

##### (3) *Bond Issue.*

Section thirty-nine of the school law authorizes the issuing of bonds for the erection, repair or equipment of school buildings. A district

desiring to issue bonds must submit the question to a vote of the people of the district. Three-fifths of all the votes cast on the question must be in favor of the bond issue. The law provides, however, that the total bonded indebtedness of a district may not exceed two and one half per cent of the total valuation of taxable property in the district. Under the law as amended at the regular session of the Legislature of 1911, any district or independent district may vote on the question of issuing bonds for school purposes at any general or special election.

### SPECIAL ELECTIONS.

As required by section twenty-six of the School Law the Attorney General has prepared forms and instructions for the holding of all school elections. These forms and instructions must be followed in all cases. Copies of forms and instructions for holding high school elections may be obtained from the Attorney General or from the State Supervisor of High Schools.

Before any special election a complete registration should be made of the voters of the territory in which the election is to be held. This registration should be made not less than *fifteen days* before the date set for an election. When the registration is completed the registration books should be turned over to the Board of Education not later than *ten days* before the date of the election.

Registrars for a special school election are appointed by the board of education of the district in which the election is to be held. The board also determines the number and location of polling places, appoints election officers and provides poll books and ballots for the election.

Notice of an election on the question of establishing a district high school must be posted in three of the most public places in the district for at least three successive weeks before the election. Notices of an election on the question of laying an additional levy under the provisions of section twenty-two, and on the question of authorizing a bond issue under the provisions of section thirty-nine, must be given in accordance with the requirements of section twenty-three; that is, the order calling such election must be published in two newspapers of general circulation in the district and of opposite politics, at least once each week for two successive weeks before the election; and printed copies of this order must be posted at each place of voting at least ten days before the election. If there is only one newspaper of general circulation in the district, then the publication must be made in this newspaper.

## STATE AID FOR CLASSIFIED HIGH SCHOOLS.

Section thirty of the School Law, besides providing for the establishing of district high schools by vote, authorizes the classification of the high schools of the state into three classes,—first class, second class and third class. It also provides for the distribution of state aid to high schools that have complied with all requirements for classification.

## OTHER SECTIONS OF THE LAW APPLYING IN PART OR IN WHOLE TO HIGH SCHOOLS.

The last part of section 8 makes it the duty of boards of education to obtain a general warranty deed for all school sites. This should be done when land is donated to the board as well as when it is purchased.

Section 13 provides that boards of education before purchasing school apparatus must secure the consent in writing of the County Superintendent.

According to a provision in section 14, "no school house shall be constructed until the location and plan thereof have first been approved by the county superintendent." The county superintendent must select location and plans in case of a disagreement on the part of the board of education.

Section 18 provides for the erection of buildings jointly by two or more adjoining districts. This section enables any district that can not alone establish and maintain a district high school to unite with an adjoining district or districts, thus providing for both or all the districts so uniting the advantages of a high school and lessening the financial burden connected therewith to each district.

Section 19 requires that "Boards of education shall in all cases require persons entering into contract for the building or repairing of school houses, where the contract price exceeds fifty dollars, to execute bond with approved security in double the amount of the contract price."

Section 23 prescribes the manner in which special elections for school purposes shall be held. Directions are given for the publication of notices of such elections and for the preparation of ballots to be used in the same.

Section 26 makes it the duty of the Attorney General to prepare forms and instructions for the holding of any elections authorized under the School Law. The forms and instructions prescribed by the Attorney General must be followed in all cases.

Section 29 provides for the payment of such salaries to teachers in graded and high schools as existing conditions may warrant, without regard to the salaries fixed for the three grades of certificates in the ungraded schools of the district.

Section 31 authorizes the discontinuance of a district high school at the end of any year "upon the petition in writing of at least seventy-five per cent of the taxpayers of the district."

Section 68 empowers boards of education upon the petition in writing of seventy-five per cent of the voters of the sub-districts affected, to consolidate the schools of two or more sub-districts and to provide, if practicable, for the transportation of pupils. This is a very important provision since the consolidation of two or more schools and the formation of a graded school will, in many cases, be the first step advisable in the creation of a high school.







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